



YOUTH ACTIVITIES FOR THE CLASSROOM & BEYOND: **ENGLISH**

-ELEMENTARY/K-6TH GRADE-

Activities:

JUNK FOOD ELIMINATION

Objective: Healthy lifestyles: Students distinguish between “good” foods and “bad” foods

Materials: Red crayon/pencil

Green crayon/pencil

Printable worksheet for each student:

<http://www.nd.gov/dhs/services/mentalhealth/prevention/pdf/junk-ver-healthy-food.pdf>

Direction: Students use the red pencil to cross out named/pictured “junk food” and use green pencil to circle “healthy foods.”

Take Home Message: It is important to put good things in your body and stay away from things that could harm you. This includes staying away from alcohol, tobacco, and other drugs. Put healthy things in your body so you grow up to be strong and your brain and body works well, feels good, and you can do all the things you want to do like “Live Your NO”

Variation: Group Discussion- Ask students to list different foods or their favorite foods and write them on the board. As a group, go through the list and cross out “junk foods” or group like items into categories. This activity can be paired with the “Drugs are Garbage



ROSES ARE RED RIBBON WEEK

Objective: Students write poems about why they choose to be alcohol and drug-free

Materials: Crayon/pencil

Printable “Live Your NO” template:

<http://www.nd.gov/dhs/services/mentalhealth/prevention/pdf/live-my-no-by-template.pdf>

Direction: Students make up their own poem using the “Roses are red, violets are blue...” poem. Have students write poems on the “Live Your NO” template and post them on a wall, have students read them at assembly, read one a day on the intercom, submit to the local paper, or submit to us for a chance to be featured on our website!

Samples:

Roses are red, Violets are blue, I won't ever take drugs, How about you?

Roses are red, Night is black, I won't take drugs, Cause I'm smarter than that.

Roses are red, Trees are forest green, taking lots of drugs could make me real mean.

Roses are red sheets are white, someone offers me drugs, I'd say that is just not right.

Roses are red some bears are brown, taking drugs any time would make my parents really frown



Variation: Use different colors, or have students try other styles of poetry such as **Haiku** to describe the results of drugs or things to do besides drugs, **tongue twisters**, or **limericks**!

Variation (incl. Music): Discuss favorite things and what it means to “Live Your NO” by doing things that are healthy and fun! Play the “My Favorite Things” song from the “Sound of Music” and ask students to listen closely. As a group, list some of the things mentioned in the song. Ask the students if any of the things in the song are their favorite things too. Have each student list their favorite things on a piece of paper (click here) and then break students into groups to share and discuss whether or not their favorites contribute to wellness. Ask groups to share with the class and discuss. Each student draws a picture of their healthy, favorite thing to do on a “Live Your NO” sheet and completes the contract statement, “I Live My No by...” How could alcohol and other drugs prevent them from being able to do these things?

CHEERS CHOOSING 2B DRUG-FREE!

Have students create a classroom chant about their choice to be healthy, and stay alcohol- and drug-free. You can also make this a school-wide, grade challenge and decide this year’s best cheer, chant, or rap at an assembly! Submit the winning chant to us or a video of your students performing a cheer for a chance to be featured on our website!

Helpful site: <http://www.songsforteaching.com/chantsraps.htm>

LIVE YOUR NO...VERB?

Objective: Healthy Lifestyles and Healthy Choices

Materials: Crayon/pencil

Printable “Live Your NO” template:

<http://www.nd.gov/dhs/services/mentalhealth/prevention/pdf/live-my-no-by-template.pdf>

Printable “Live Your NO” verbs : Bottom of Document

Direction: On the template, students identify what their passion is (“I live my no by _____”). Without letting the group know what is written or drawn on

the paper, choose one student at a time to act out their “no” or identified passion. The classmates or group will take turns trying to guess what the individual is acting out. Once guessed, the student holds up their paper and tells the class about their healthy choice.

Variation:

1. List an activity, or call on a student to name their passion. Have the student name all of the verbs associated with that activity. For example, to play basketball, you need to stay healthy. What are some of the verbs required to play basketball? Jumping, walking, running, throwing, listening, etc. For older elementary age, discuss what are physiological and physical abilities necessary to perform these activities and what are some ways that alcohol, tobacco, and other drugs inhibits these abilities.

2. Give each student the “Live Your NO” verbs sheet and have them cut out to create cards. Ask students to select 5 of the cards that describe their passion. Have students hold up each card (as a hint) and ask their classmates to guess what their NO is...if classmates don’t guess, hold up another hint card, and so on.



Keys to prevention at this age (K-6th grade):

■ Kindergarten

Evidence Based Prevention Strategy: *Promoting Pro-Social Norms and Life Skills Training*

- Familiarize children with personal risks of drug use.
- Teach refusal skills.
- Emphasize importance of taking care of our bodies.
- Stress the importance of taking care of our loved ones (encouraging them to avoid drugs)

■ First Grade

Evidence Based Prevention Strategy: *Promoting Pro-Social Norms and Life Skills Training*

- Building self-esteem, taking care of your body
- Choosing friends/a social environment that supports the well-being of self and others (good friends would not encourage you to put harmful substances in your body)
- Identifying physical harm brought by alcohol, tobacco and other drugs

■ Second or Third Grade

Evidence Based Prevention Strategy: *Increasing Perception of Personal Risk*

- Children would learn personal risks of harm from drugs and practice peer resistance
- Activities would be directed "to different learning styles, encouraging different types of students to participate."

■ Third Grade

Evidence Based Prevention Strategy: *Increasing Perception of Personal Risk*

- Focus on the physical damage caused by alcohol, tobacco and other drugs

■ Fourth and Fifth Grade

Evidence Based Prevention Strategy: *Increasing Perception of Personal Risk and Life Skills Training*

- Address the physical dangers of alcohol, tobacco and other drugs, emphasizing personal risk and harm
- Address peer pressure and encourage healthy choices



VERB LIST

creep	crawl	walk	run	jump
skip	hop	slither	climb	dig
squirm	fly	sit	stalk	stomp
tiptoe	gallop	blow	dance	glide
swim	wash	play	throw	drink
eat	chew	sing	shout	growl
bark	buzz	laugh	smile	cry
go	moo	quack	talk	yell

scream	screech	squawk	squeal	glow
listen	paint	look	read	knit
sleep	draw	shine	watch	kick
dive	find	build	work	explore
shop	clean	catch	shake	